I am here to help you be successful.

I. Course Description:

This course is designed to provide knowledge and experience in the kinesiological concepts and health concepts needing to be taught in elementary school physical education classes. Course work will consist of lectures, informal discussions, and occasional physical activity outside of the regular scheduled class meeting times. Designing and writing developmentally appropriate lesson plans will also be a major focus for the course. Lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards.

Course Credit Hour Justification:

KINE 3331 Concepts of Elementary Physical Education typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2.5-hour final examination. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their content examination, as well as additional practice modules. Students are required to make a major class presentation in which they provide documentation to advocate for the profession of physical education, submit case study discussion questions and several short papers related to case study topics. Students reflect on personal/professional dispositions and develop action plans for change if necessary and submit their resumes for critique. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes: Undergraduate Kinesiology – Physical Education Teacher Education

1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Student Learning Outcomes:
Upon completion of the course the student will be able to:

1. Plan activities that incorporate motor skills (PLO #5, 1, 4, 2, 6).
2. Apply knowledge of developmental stages as they apply to physical skills (PLO #3, 4, 1, 5).
3. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the area of physical education and health (PLO #5).
4. Select activities that are appropriate for widely diverse student populations in physical education and health (PLO #1, 2, 3, 4, 5, 6).
5. Describe techniques for class management and discipline in a physical activity setting (PLO #5).
6. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Students will complete Fitness Lesson for K-2 students and one for grades 3-5 students.
Students will complete a Lesson Focus for K-2 students and one for grades 3-5 students.
Students will complete a Closing Activity for K-2 students and one for grades 3-5 students.
Students will view videos of quality physical education being taught and write reviews for each video.
Students will write a paper answering the question, “what is elementary physical education?”

Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course and include, but are not limited to the following:

1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration
   When voiced over PowerPoint presentations and handouts are posted on Brightspace it is highly recommended that these be watched and notes taken prior to class meetings. There are PowerPoint notes that go with each set of presentations and it is suggested that you take notes as you watch/listen to the presentations.

2. Clinical Experiences such as group work, cooperative activities, and lab exercises

3. Student presentations/evaluation of advocacy projects

4. Brightspace is also used for presentation of class quizzes, discussions, submission of assignments, etc. It is important that you are competent in using the system.

5. Reflective assignments for assessment of teaching experiences for edTPA preparation
<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
<th>TEA Commissioner Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Activity – Lesson plans where fitness concepts (cognitive and psychomotor) are taught, practiced and assessed by creating stations/circuit training.</td>
<td>1.b, 1.c, 1.e, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 5.a</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Lesson Focus – Lesson plans where physical skills are taught, practiced and assessed. One plan will be for a fundamental movement skill and one plan will be for a complex motor skill (sport skill).</td>
<td>1.a, 1.b, 1.c, 1.d, 3.b, 3.c, 3.d, 3.f, 3.g, 3.h, 5.a</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2h, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h, 8a</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Closing Activity – Lesson plans where skills from the Lesson Focus are incorporated into a “leadup” game/activity.</td>
<td>1.b 3.b, 3.c, 3.d, 3.f, 3.g</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Quiz/Exam #1 – Ch. 1, 2, 3. Content covered includes an introduction to elementary physical education, physiological differences between children and adults, benefits of physical activity and current physical activity recommendations</td>
<td>1.d, 5.a</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam # 2 – Ch. 5, 6, 7. Content covered includes lesson planning, improving instructional effectiveness, classroom management and discipline.</td>
<td>1.d</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quiz/Exam #3 – Ch. 8, 9, 10. Content covered includes assessment, children with disabilities and integrating health concepts.

Final Exam – Ch. 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12. Content covered is all that was covered the entire semester.

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of NASPE/SHAPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

A copy of SFASU Kinesiology Professional Preparation Program standards can be found on the Kinesiology and Health Science Department website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading): The final grade in this course will be based on the percentage of overall points accumulated (approximately 750 points) throughout the semester. The grading scale is as follows:

A = 90 – 100% of point total  
B = 80 – 89.9% of point total  
C = 70 – 79.9% of point total  
D = 60 – 69.9% of point total  
F = below 60% of point total

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText.

V. Tentative Course Outline/Calendar: This schedule is subject to change due to utilizing livestream/Zoom technologies for teaching this course and the Covid-19 status.

Week 1  Orientation to course, course syllabus, notes – Elementary School Physical Education. Provides an overview of quality elementary school physical education. Introduce “Circle Map” for “What is elementary physical education?”

Week 2  Continue notes. notes – Growth and Development. Provides information regarding physical and physiological aspects of elementary age children and how to use this knowledge in teaching elementary physical education.

Week 3  notes – Youth Physical Activity and Schools. Discusses the benefits of physical activity and current physical activity recommendations. Quiz/exam #1 covering chapters 1, 2, 3.

Week 4  notes – Lesson Planning. Discusses the various components of quality elementary physical education lesson plans. Introduce the Fitness Activity lesson plan assignments.

Week 5  Discuss KINE Dept. Ed.Studies lesson plan template. Continue notes, work on Fitness Activity lesson plan assignments during class time.

Week 6  notes – Improving Instructional Effectiveness. Learning about various methods and techniques to be able to provide effective teaching. Fitness Activity lesson plans due.

Week 7  notes – Management and Discipline. Effective strategies for classroom management and discipline. Discuss Lesson Focus lesson plan assignments.
Week 8  Quiz/exam #2. Work on Lesson Focus assignments during class time.
Week 10 Lesson Focus assignments are due. notes – Children with Disabilities. Information regarding methods to modify instruction for children with disabilities.
Week 12 Quiz/exam #3 covering notes – Legal Liability, Supervision and Safety. How to prevent potential lawsuits.
Week 13 notes – Facilities, Equipment and Supplies. Discuss the process of inventory and the process of purchasing equipment for physical education program. Closing Activity lesson plans due.
Week 14 Review for Final Exam.
Comprehensive Final Exam is Monday, December 6, 2021 at 10:30 am.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily or Weekly Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

VI. Readings (Recommended – including texts, websites, articles, etc.):

Suggested Text/Materials:
- Human Kinetics, Champaign, IL


Required Online only- Physical Education edTPA Online Preparation Guide $39.00-

Author:
- Rebekah Johnson
- Nicholas Brummitt

Required:
LiveText/Watermark:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class.
You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of
another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Students and Mental Health**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

**On-Campus Resources**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401  
SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources**
Burke 24-Hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Additional Information Specific to Educator Preparation:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining
the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtacSext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
IX. Other Relevant Course Information:

**Undergraduate Teacher Certification**—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout.

(http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

**TExES Competencies:** Course content is applicable to the following competencies.

  Competencies 001, 008, 010, 012

**NASPE Standards:** Course content is applicable to the following standards. Standards 1, 3, 5

**Insurance:** Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

**Procedures to be Followed for Injury or Accident of an SFA Student.**

1. Administer appropriate first aid.

2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.

3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.

4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-4682608.

5. The instructor should complete an accident report which can be obtained from the department office.
Appendix 1

Content Specific Standards for PETE Courses

TExES Standards for Physical Education EC-12 (State Board for Educator Certification)

**Standard I:** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills

**Standard II:** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Standard III:** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Standard VI:** The physical education uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

**Standard V:** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI:** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Standard VII:** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Standard VIII:** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

**Standard IX:** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Standard X:** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*

**Standard 1: Content and Foundational Knowledge:** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

**Standard 2: Skillfulness and Health-Related Fitness:** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

**Standard 3: Planning and Implementation:** Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the
effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

**Standard 4: Instructional Delivery and Management:** Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

**Standard 5: Assessment of Student Learning:** Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

**Standard 6: Professional Responsibility:** Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program*